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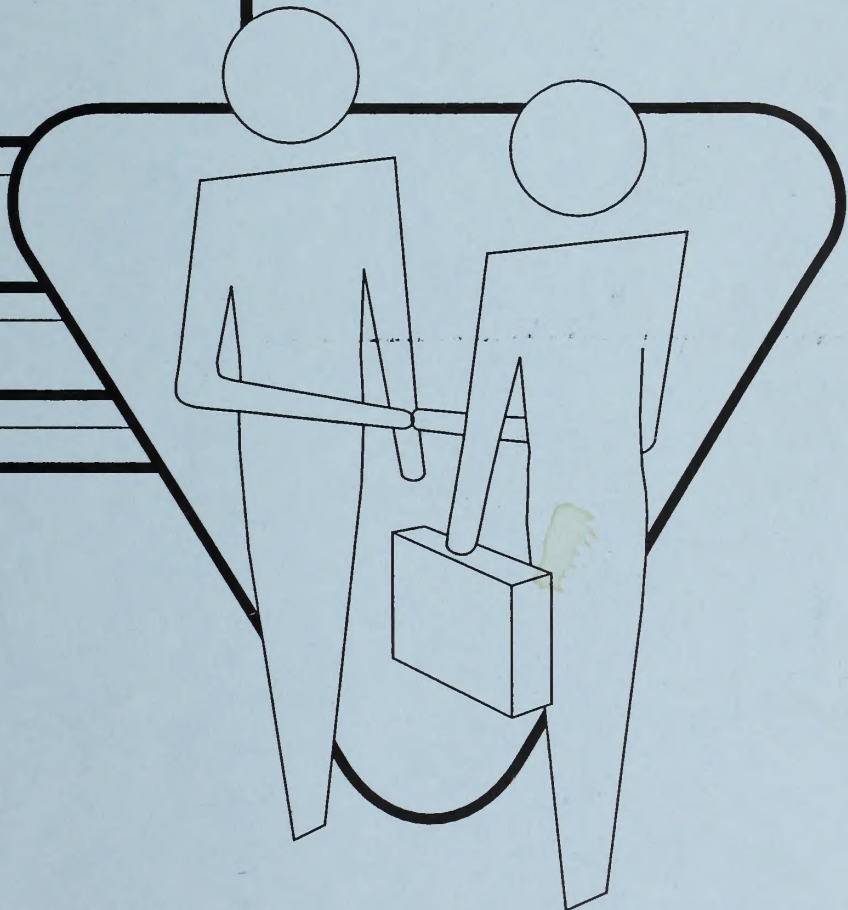
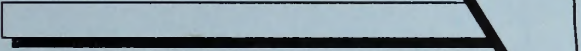
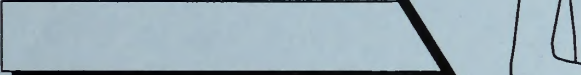
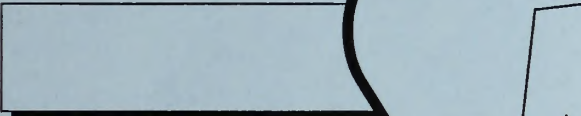
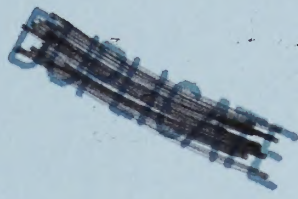
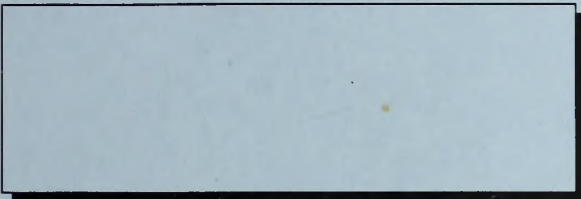
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Bureau of Land Management Recruitment Plan



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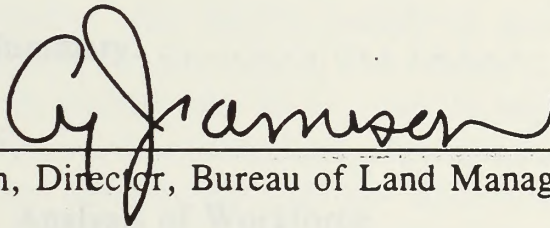
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BUREAU OF LAND MANAGEMENT

RECRUITMENT PLAN

FY 92 - 96



Cy Jamison, Director, Bureau of Land Management

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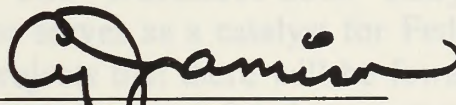
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A MESSAGE FROM THE DIRECTOR:

The BLM is faced with many new and exciting challenges as we embrace a human resources management effort to attract, develop, and retain a quality workforce to accomplish our unique mission. We will be faced with the ever-increasing challenge of developing and implementing innovative programs for improving our management of America's public lands. Effective management of the BLM's human resources will play a critical role in our overall success. Programs that improve the efficiency and productivity of employees will continue to be a top priority. The BLM's workforce must not only be competitive, but also reflect the diversity of the Nation's labor force. I ask each of you to join me in making the BLM a model employer that will make the BLM a great place to work, and a place with which we can all be proud to be associated. It is my ultimate goal for the BLM's workforce to be competitive and reflect the diversity of the Nation's labor force.

Working together, we will achieve our goals and help to build an even better America.


Cy Jamison, Director

8/28/92
Date

Bureau of Land Management Recruitment Plan

Introduction

The BLM Recruitment Plan seeks to enhance the accomplishment of the Bureau's mission through the recruitment and retention of culturally diverse individuals. It will provide for policy and guidance on the development and implementation of the Bureauwide Recruitment Programs that recruit, hire, and retain employees from entry to the GS-13 level. An Executive Recruitment Plan, for GM-13 levels and above, will be issued via an Instruction Memorandum.

Part 1 Program Overview

The BLM Recruitment Plan complements and is consistent with the merit promotion plan and other employment programs (e.g., the Affirmative Employment Plan (AEP), the Federal Equal Opportunity Recruitment Plan (FEORP), the Disabled Veteran's Affirmative Action Plan (DVAAP), and the physically and other severely handicapped programs. The FEORP and AEP are central to the overall recruiting program. These programs contribute to an effective recruitment program by providing available information with which to assess program status, effectiveness, and/or trends, and to plan program efforts. For example, Affirmative Employment Plans provide a ready source of data on workforce representation rates, particularly on minorities, women, veterans, disabled veterans, and people with disabilities, including employee demographics, occupations, salary, grade levels, etc. Use of workforce information allows the recruitment functions to effectively plan the short- and long-range recruiting objectives of the organization. ^{both}

The BLM, like other Federal agencies, must be ready to face the challenges of the future. In order to meet this challenge, we must have an effective human resources management plan. The "Workforce 2000" study that was directed by the U.S. Department of Labor serves as a catalyst for Federal agencies to begin their strategies. The study projects that there will be fewer persons with the skills and abilities needed; the competition for these persons will be greater; and changes in the composition of the population will mean that there will be more women and minorities in the civilian labor force.

The Department of the Interior has a strategic plan for Human Resources Management to meet these challenges. A series of goals involving recruitment, workforce analysis, and development of a highly skilled, diverse group of employees were proposed in October 1991. The BLM's recruitment plan is part of that larger Departmental effort.

The BLM must approach recruitment in a nontraditional manner in order to promote new and innovative techniques to find diverse applicants. This means that the BLM's recruitment activities should include Bureauwide participation to achieve maximum success. Even though all States/Centers will be involved in recruiting, it is essential that the BLM Recruitment Program be coordinated. Recruitment efforts must mutually benefit the BLM as well as the recruitee. It is not only the independent work of a State/Center that we are hoping to improve, but also the total effort of each and every Bureau employee. We must all share in meeting the needs of the organization if we are all to be successful. This coordinated effort extends to, even more importantly, supervisors, Equal Employment Opportunity (EEO) Managers, and Personnel working closer to achieve a more strategic and planned recruiting effort.

Managers and supervisors must provide strong leadership. All managers and supervisors will be expected to be actively involved as well as demonstrate commitment and support. This means participating in all outreach activities as well as recruiting in general. Managers and supervisors must incorporate the goals and objectives of the recruitment program into the overall management planning process which allows for funding and hiring.

1.1 Program Goals and Objectives

It is the policy of the BLM to recruit, hire, and retain a diverse workforce. This entails combining such efforts with the commitment to meet the present and future needs for public land and natural resource management.

1.1 Program Goals and Objectives (cont.)

The BLM Recruitment Program encourages equal employment opportunity for all applicants regardless of race, color, sex, religion, national origin, age, or physical or mental handicap. This Recruitment Plan presents strategies designed to attract a workforce representative of the Nation's labor market. It also addresses the Bureau's internal and external recruitment needs.

1.2 GOALS

To implement a Bureauwide Recruitment Program that accomplishes the BLM's mission, the following goals have been established:

1.2.1 Goal #1:

To identify and recruit a culturally diverse workforce to meet the BLM's short- and long-term needs in accomplishing its mission.

1.2.2 Goal #2:

To retain a culturally diverse workforce by improving the quality of life in the BLM by creating a safe and productive work environment that supports and values all employees.

1.2.3 Goal #3:

To improve the efficiency of information transfer for the recruitment program through automated systems.

1.2.4 Goal #4:

To enhance coordination for Bureau recruitment activities.

1.3 Three Forms of Recruiting

The BLM Recruitment Plan involves three forms of recruiting that are all essential to the overall success of recruiting:

- 1.3.1** Technical Recruiting, which is the process of actively seeking out applicants to fill existing or projected vacancies. (This process is beyond the mere posting of an announcement in a conspicuous place).
- 1.3.2** Outreach/Targeted Recruiting for specific jobs, which is the process of actively seeking out women and minorities, and other groups that reflect a conspicuous absence or manifest imbalance in the workforce.
- 1.3.3** Public Relations/Marketing Recruiting, which maintains a continuing relationship with groups, organizations, schools, etc. to help make them better aware of the BLM and its opportunities for employment. This activity should particularly focus on the nontraditional-type audiences. (This type of recruiting is done on a continuous basis and can be done separately or in conjunction with technical recruiting.)

1.4 Coordinated Recruitment Teams

The Bureau Recruitment Coordinator will form Bureau Recruitment Teams each Fiscal Year to recruit for targeted positions, after receiving all States'/Centers' projected vacancy submissions. The vacancies will be submitted to the Bureau Recruitment Coordinator during the PAWP planning process. The Bureau Recruitment Coordinator will coordinate an Action Plan for recruitment teams. This Action Plan will address the following issues:

- Assessment of which colleges/universities to visit, based on academic disciplines and Bureau needs.
- Composition of teams (Program Recruiter, Supervisor, Personnel, EEO).

1.4 Coordinated Recruitment Teams (cont.)

- Development of a strategy for selection and follow-up (this may include pursuing delegated hiring authority for on-the-spot selections).
- Determination of when/how vacancy announcements will be issued.
- Development of guidelines for consistency among the teams in recruitment approach.
- Coordination of interview and scheduling.
- Completion of qualification determinations.

The establishment of these Bureau Recruitment Teams will not affect the ongoing activities of the Lead States (see Appendix 2). These teams will be initiated each Fiscal Year with a targeted mission to recruit for specific jobs. Their primary objective is to recruit for active positions; however, efforts should include collection of potential candidates' SF-171s, as well. They will not be charged with the ongoing responsibility of the Lead States. However, in those situations where a State is already working with a school that might be targeted for a Bureau Recruitment Team, it would be appropriate to have the State participate in the process. We do not want to replace the rapport and relationship that already may have been established, but utilize it. It is important to clarify that the efforts of the Bureau Recruitment Teams may be the only visit to that particular school for that year. The Lead State activities will be continuous throughout the year and will include typical activities as specified in Appendix 2.

ROLES AND RESPONSIBILITIES

Part 2

2.1 Roles and Responsibilities for Recruiting

The overall responsibility for recruiting at the BLM is shared by managers and supervisors, personnel, EEO, and employees. The BLM Recruitment Program encourages coordination from the top to the bottom of the organization to actively participate in any or all phases of the recruitment program. Managers and supervisors may functionally delegate the responsibility of recruiting, but they are ultimately responsible for hiring and recruiting and achieving a culturally diverse workforce. To achieve this successfully, it must be supported with a cooperative effort throughout the BLM. (See Organizational Flow Chart (Chart #1).)

2.1.1 The Office of Personnel Management (OPM)

- Provides leadership, and manages and markets governmentwide recruitment programs.
- Develops partnerships with Federal agencies, professional and National organizations, educational institutions, etc.
- Encourages Federal agencies to be creative in the design of a recruiting program.
- Streamlines the employment process and simplifies hiring.
- Disseminates information to Federal agencies and the public on hiring programs, including updates on recruiting, and hiring authorities and practices.

2.1.2 The Department of the Interior (DOI)

- Develops partnerships with organizations and colleges.
- Develops and supports innovative hiring practices.
- Works with OPM in streamlining the employment process.
- Establishes Departmentwide recruitment committees to coordinate recruitment information between agencies.
- Provides leadership for recruitment initiatives.

2.1 Roles and Responsibilities for Recruiting (cont.)

2.1.3 Director, BLM

- Develops and implements a recruitment plan and program defining the roles and responsibilities of Bureau personnel involved in the recruitment process, in accordance with prevailing hiring and examining authorities and the Bureau's needs and organizational culture.
- Assesses and feeds recruitment results back into the management planning process of the BLM.
- Supports recruitment as essential to mission accomplishment by active participation and issuance of policy statements for commitment.
- Commits adequate human and financial resources to conduct the recruitment program.

2.1.4 Assistant Director (AD), Support Services

- Provides guidance to Bureau Recruitment Coordinator on recruitment activities.
- Provides leadership and guidance to the Historically Black Colleges and Universities (HBCU), Hispanic Association of Colleges and Universities (HACU), and Native American Colleges and Universities (NACU) steering committees.
- Supports Bureauwide recruitment efforts through funding and written guidance to the field.
- Develops a mentoring/coaching program for employees.
- Monitors the success of Bureau's recruitment program through demographic analyses.

2.1 Roles and Responsibilities for Recruiting (cont.)

2.1.5 Managers and Supervisors

- Ensure that an effective recruitment program is in place, participate in recruitment activities, coordinate with personnel and EEO on strategies and implement activities to retain employees.
- Support goals and objectives of the recruitment program and ensure accountability for its success.
- Actively participate in recruitment activities.

2.1.6 Bureau Recruitment Coordinator

- Provides guidance and direction to States/Centers on recruitment plans and activities.
- Coordinates recruitment activities at all colleges/universities, including those across State lines.
- Coordinates the development and establishment of recruitment materials and brochures.
- Manages the Bureau's Automated Applicant Supply File (AASF) System.
- Coordinates all advertising with national or major publications, periodicals, special interest magazines, etc.
- Evaluates and reviews accomplishments against established goals.

2.1.7 Personnel and EEO

- Provide input into the recruitment program development, implementation and evaluation.
- Coordinate with other programs related to recruitment (e.g., FEORP, DVAAP, and AEP).
- Serve as consultants on recruitment strategies, sources and activities.
- Provide leadership, advice, and assistance to all levels of management.

2.1 Roles and Responsibilities for Recruiting (cont.)

2.1.8 Special Emphasis Program Managers

- Closely coordinate with those associated with recruiting responsibilities to become more aware of identified recruiting goals.
- Establish and sustain a relationship with recruitment sources such as academic institutions, professional associations, community groups, etc.
- Become familiar with publications or recruiting literature and regulations.

2.1.9 State/Center Directors

- Develop and implement a State/Center recruitment plan and program defining the roles and responsibilities of Bureau personnel involved in the recruitment process, in accordance with the prevailing hiring and examining authorities and State's needs and organization.
- Provide leadership and direction to support recruitment program goals and objectives.
- Assess and feed recruitment results back into management planning process of State/Center Annual Work Plan (AWP), Preliminary Annual Work Plan (PAWP), and other management plans such as the AEP.
- Commit adequate dollars, people, and time to coordinate and conduct the recruitment program.
- Select and identify Program Recruiters.

2.1.10 State/Center Recruitment Coordinator

- Serves as primary contact and liaison with the Bureau Recruitment Coordinator for State/Center on all recruitment activities.

2.1 Roles and Responsibilities for Recruiting (cont.)

2.1.10 State/Center Recruitment Coordinator (cont.)

- Coordinates with management, EEO, and Personnel on recruitment program development, implementation, and evaluation.
- Ensures recruitment activities are consistent with key programs aligned with recruitment, (e.g., FEORP, AEP, DVAAP).
- Provides leadership and guidance to managers and supervisors, Personnel, staff, and EEO on recruitment strategies and planning.
- Serves as primary official for coordinating State/Center use/input into Bureau Automated Applicant Supply File System.

2.1.11 Program Recruiters

Each State/Center will identify Program Recruiters selected from various program areas to assist in either local (State/Center) or possible Bureauwide recruitment activities. The Program Recruiter will serve a minimum of a 3-year term and will perform on a collateral basis (20 percent). He/she will be expected to participate, as necessary, in all three forms of recruiting, (i.e., technical recruiting, public relations recruiting, targeted/outreach recruiting). Typical Program Recruiter responsibilities are as follows:

2.1 Roles and Responsibilities for Recruiting (cont.)

2.1.11 Program Recruiters

TECHNICAL RECRUITING

- Attend State, Regional, or National job fairs, career fairs, professional association and special emphasis conferences with emphasis on underrepresented groups (e.g., women, minorities, people with disabilities).
- Give talks to high schools/colleges, including minority schools, on the BLM programs and opportunities.
- Identify sources and networks for possible candidates.
- Target specific audiences for vacancy announcements.
- Coordinate sending letters to possible sources, including women and minority groups that might refer possible candidates.

PUBLIC RELATIONS RECRUITING

- Visit elementary and middle schools in State to give talks about the BLM.
- Participate in professional associations, high schools, colleges, and technical school career fairs and job fairs.
- Participate in conferences targeted at women and minorities and other groups to identify networks and talk about the BLM programs/opportunities.
- Participate in partnership type programs (e.g., Adopt-A-School, Environmental Educational Awareness).
- Maintain positive and on-going relationships with all educational levels by means of letters, school visits, sharing the BLM newsletter, etc.

2.1 Roles and Responsibilities for Recruiting (cont.)

2.1.11 Program Recruiters

TARGETED/OUTREACH RECRUITING

- Maintain personal contact by telephone or in writing with underrepresented groups on a continuing basis.
- Provide advice to applicants on completion of SF-171s and distribute to appropriate servicing Personnel Office(s).
- Provide names of potential candidates for Bureau's Automated Applicant Supply File System.
- Coordinate the involvement of management with programs or activities (e.g., Adopt-A-School) that might help the BLM become more visible with these groups.
- Coordinate course development at minority schools so that their curricula parallel the BLM careers.

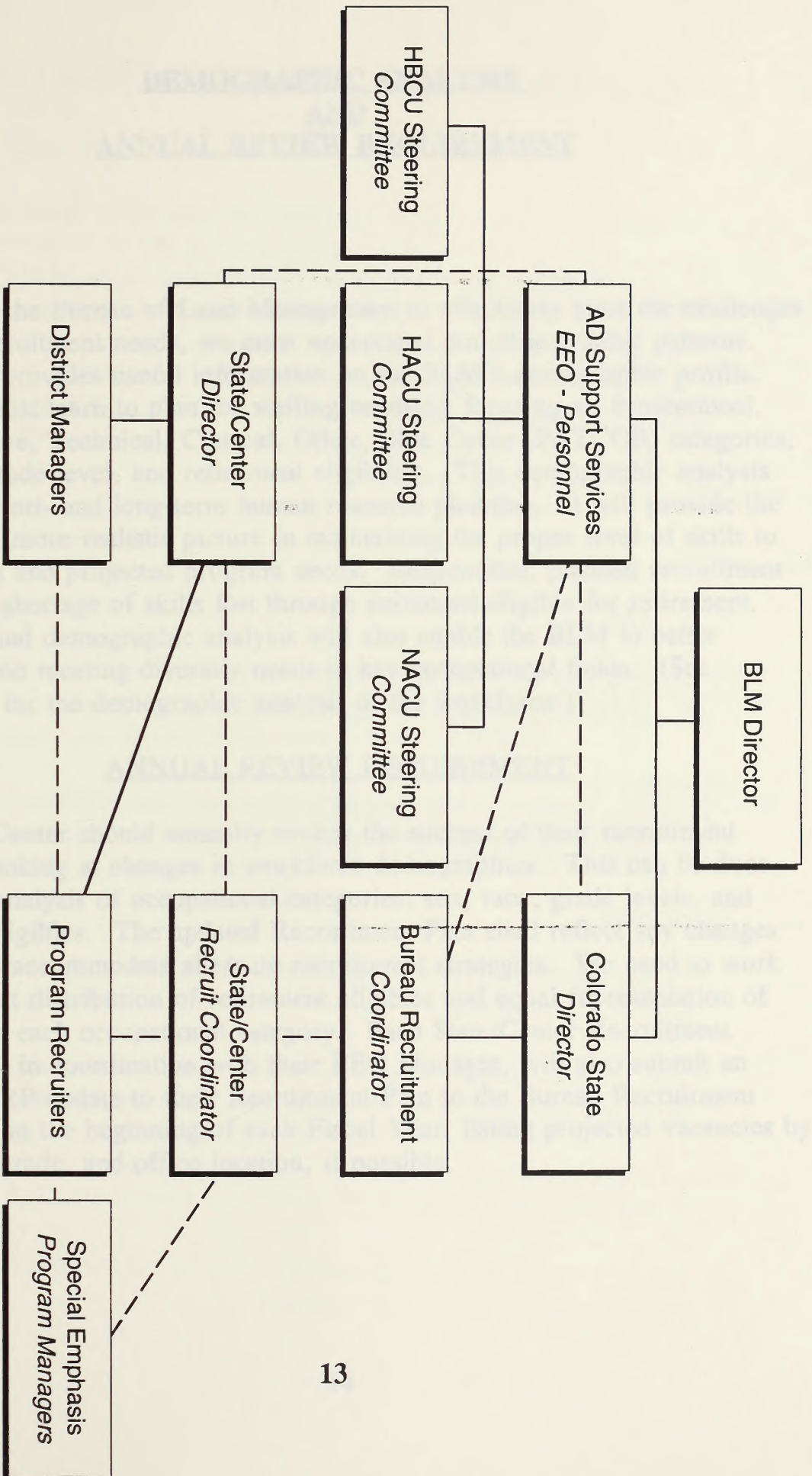


Chart 1

DEMOGRAPHIC ANALYSIS AND ANNUAL REVIEW REQUIREMENT

Part 3

In order for the Bureau of Land Management to effectively meet the challenges of future recruitment needs, we must understand our demographic patterns. Appendix 1 provides useful information on the BLM's demographic profile. The BLM must learn to plan for staffing needs by focusing on Professional, Administrative, Technical, Clerical, Other, Blue Collar (PATCOB) categories, sex, race, grade level, and retirement eligibility. This demographic analysis will allow short- and long-term human resource planning. It will provide the BLM with a more realistic picture in maintaining the proper level of skills to meet current and projected program needs. Responsible, planned recruitment can avoid a shortage of skills lost through personnel eligible for retirement. Workforce and demographic analysis will also enable the BLM to better concentrate on meeting diversity needs in key occupational fields. (See Appendix 1 for the demographic analysis of the workforce.)

ANNUAL REVIEW REQUIREMENT

Each State/Center should annually review the success of their recruitment efforts by looking at changes in workforce demographics. This can be done through an analysis of occupational categories, sex, race, grade levels, and retirement eligibles. The updated Recruitment Plan shall reflect any changes necessary to accommodate alternate recruitment strategies. We need to work towards a flat distribution of retirement eligibles and equal representation of minorities in each occupational category. Each State/Center Recruitment Coordinator, in coordination with their EEO Manager, will also submit an annual FEORP update to their Recruitment Plan to the Bureau Recruitment Coordinator at the beginning of each Fiscal Year, listing projected vacancies by title, series/grade, and office location, if possible.

RECRUITMENT METHODS AND STRATEGIES

Part 4

Each State/Center must use a variety of techniques and strategies if we are to be successful in reaching a more culturally diverse group of candidates. The techniques and strategies listed are parallel to the three forms of recruiting: 1) Technical, 2) Outreach/Targeted, and 3) Public Relations/Marketing Recruiting, which was defined in Part 2. Even though the techniques and strategies may vary from State to State, we must have a foundation from which everyone can build to meet individual needs. Recruitment Goals 1, 3, and 4 have been targeted with suggested strategies for accomplishing each goal. Goal 2 applies to retention, and is addressed in Part 5.

4.1 Goals

4.1.1 Goal #1

To identify and recruit a culturally diverse workforce to meet the BLM's short- and long-term needs in accomplishing its mission.

Objective one:

To analyze hiring and demographic patterns of the BLM workforce to better meet diversity and skill needs.

Strategies:

- Target jobs annually for restructuring to create bridge positions for potential advancement.
- * Use multiple grades when advertising on all vacancies and expand area of consideration to governmentwide on appropriate vacancies.
- Analyze types and numbers of applicants obtained by the various hiring authorities used.
- Review the BLM's gender and diversity of various occupations to develop special recruiting strategies.

4.1 Goals

4.1.1 Goal #1

Objective one: Strategies: (cont.)

- Establish skills bank of existing employees to determine long-term human resource planning and forecast of retirement eligibility.

* Managers still have the flexibility of limiting the geographic area of consideration when vacancies are advertised governmentwide.

Objective two:

To identify and use nontraditional sources to achieve a more diversified group of applicants.

Strategies:

- Target minority, special, and technical, and 2-year schools for recruitment (HBCU, NACU, AND HACU, schools for the blind, deaf, and handicapped, and vocational schools).
- Develop a mailing list or directory of professional, minority, and women's organizations (e.g. IMAGE, Blacks in Government (BIG), Federally Employed Women (FEW), Wildlife Society, natural resources associations).
- Advertise with professional, minority, disabled, and women's organizations for recruitment.
- Establish and/or participate with recruitment committees from other agencies, private industry, and community organizations to share and discuss applicants and innovative ideas.
- Implement the Lead State concept (see Appendix 2).

4.1 Goals

4.1.1 Goal #1

Objective two: Strategies: (cont.)

- Empower the Eastern States Office with primary responsibility for HBCU's (see Appendix 2).
- Attend minority and women's conferences and job fairs.
- Provide input to minority, special, technical, and 2-year schools on curriculum changes to better meet the BLM needs.
- Participate in minority/outreach programs with professional organizations, minority schools, special, technical and 2-year schools [e.g., Mathematics, Engineering, Science Achievement (MESA); Minority Outreach Recruitment Education/Employment (MORE); Environmental Careers Organization (ECO); Youth Motivational Program, Urban League].
- Recruit for cooperative education and other special employment programs at strategic times of year (e.g., early fall and early spring).

Objective three:

Expand the BLM's visibility to enhance its image and create a stronger awareness of career opportunities.

Strategies:

- Establish environmental educational programs for elementary and middle schools, to incorporate into schools' curricula.
- Participate in job fairs and conferences at all educational levels and at professional and minority activities.

4.1 Goals

4.1.1 Goal #1

Objective three: Strategies: (cont.)

- Participate in on-site visits and give presentations on the BLM programs and career opportunities at all educational levels (i.e., elementary, middle, and high schools, colleges/universities, and 2-year schools).
- Establish IPAs at minority, special, technical, and 2-year schools.
- Advertise with professional, minority, women, and community organizations, as well as local television, radio, and newspapers.
- Develop and target recruiting materials and brochures to more diverse audiences.
- Develop and distribute promotional videos and packages on the BLM to various sources.
- Develop in-service programs with targeted schools to sponsor workshops for college students on various program areas (e.g., Wildlife, Range, Law Enforcement).

Objective four:

Expand the use of alternative, nontraditional hiring authorities, in lieu of traditional means of hiring.

Strategies:

- Target specific number of positions for hiring (e.g., cooperative students, stay-in-school, Junior Fellowship Program (JFP), Veterans Readjustment Appointment (VRA), Presidential Intern Program (PIP), handicapped).

4.1 Goals

4.1.1 Goal #1

Objective four: Strategies: (cont.)

- Target special minority, technical, and 2-year schools for hiring under the BLM's seasonal program.
- Recommend and seek special hiring authorities to the OPM for the BLM occupations in remote locations, and in those occupations where women and minorities are severely underrepresented.
- Utilize the OPM's new re-promotion rule for providing opportunity to in-house employees to include women and minorities who have demonstrated high potential.
- Target specific opportunities each year to use the Faculty Fellowship Program to hire from minority schools for research or special projects.

4.1.2 Goal #3

Improve the efficiency of information transfer for the recruitment program through automated systems.

Objective:

Develop a Bureauwide Automated Applicant Supply File to maintain available applicants to fill current and future positions.

4.1 Goals

4.1.2 Goal #3

Strategies:

- Develop a Bureauwide Automated Applicant Supply File through the ASPEN system. (States/Centers input data into system.)
- Coordinate with other Federal, State, and Local Government agencies on sharing applicants with common disciplines for input into system.
- Establish a network with professional organizations, women and minority groups, colleges/universities, and special and 2-year schools for possible input into the AASF.

4.1.3 Goal #4

Coordinate Bureau recruitment activities.

Objective:

Coordinate recruitment activities with the Bureau Recruitment Coordinator (BRC) and throughout the BLM to ensure consistency and cost effectiveness.

Strategies:

- Coordinate participation at job fairs and conferences with the BRC and throughout the BLM that could have Bureauwide impact.
- Coordinate the development of all recruitment materials.
- Coordinate with the BRC on vacancies Bureauwide when participating in recruitment trips at colleges, universities, technical schools, etc.

4.1.3 Goal #4

Objective: Strategies (cont.)

- Have managers/supervisors, EEO, Personnel, and staff coordinate on recruitment activities to develop coordinated planning for hiring strategies.
- Have all States/Centers establish ongoing information sharing with all parties involved in the recruitment process.
- Coordinate all paid advertisements with the BRC when it involves advertising with someone outside State boundaries.

RETENTION METHODS AND STRATEGIES

Part 5

5.1 Retention

The BLM needs to retain a culturally diverse workforce by improving the quality of life and by creating a safe and productive work environment that supports and values all employees.

- Gather data at each office location in order to identify barriers to retention.
- Formulate strategies based on data-gathering efforts.

Strategies: (See Chart 2)

5.2 Factors That Affect Retention

All States/Centers and individual District or Resource Area offices should gather information on their own specific external and internal retention factors. Each commuting area has its own individual characteristics that either attract or deter potential employees. Collecting these data establishes the groundwork for developing successful retention initiatives. The summary listing of external and internal factors that affect retention are some of the elements that were identified by the States/Centers (Chart 2). The chart also provides possible solutions or strategies to address those factors.

FACTORS THAT AFFECT RETENTION	
INTERNAL FACTORS	SOLUTIONS
LACK OF OPPORTUNITY	Shadowing; competition for acting; career counseling; employee excellence; cross training; bridge positions; upward mobility; scholarships; training; system to approve training; multiple grade positions; rotational programs; establish career ladders; interdisciplinary advertisements.
WORKING CONDITIONS	Wellness; TQM; safety committee; accurately portray conditions.
JOB STRUCTURE	Cross training; upward mobility; more tech positions; bridge positions; career counseling; rotational program.
AGENCY SUPPORT	Scholarships; TQM; time off work incentive; cash award; employee excellence; assistance in completing SF-171; software of SF-171; attend conferences.
PAY SCALE	Retention allowances; incentive award program; support for coops/JFP.
RELATIONSHIPS	Diversity training; sponsorship or mentors.
VACANCY ANNOUNCEMENT	Multiple grade positions; interdisciplinary.
EXTERNAL FACTORS	SOLUTIONS
COST OF LIVING	Retention allowances; day care stipends; support for coops/ JFP work with housing management to waive deposits.
PERSONAL SITUATION	Part time; work at home; alternate schedule; split schedule; job share; flexitime; day care stipends; dual career assistance; infant at work; EAP.
COMMUNITY	Inform applicant of real situation; bring in more than one minority employee; diversity training; support assimilation into community; find applicants interested in the area; provide orientation packet.

Chart 2

PROGRAM EVALUATION

Part 6

6.1 Program Evaluation

An essential element in the recruiting program is the establishment and implementation of an evaluation process. Evaluation should be an integral and ongoing management function and responsibility. This will aid managers and supervisors to better determine their planning and commitment, allocation of resources, and ensure that program delegations are being effectively carried out in compliance with law, regulations, and mission accomplishment goals and objectives.

Program evaluation may be incorporated into the BLM's ongoing Program Management Evaluation (PME)/General Management Evaluation (GME) process or be done separately and will include the participation of the BLM Recruitment Program staff. Each State/Center will be evaluated on recruitment activities as to its accomplishments in the following areas of achievement:

- Recruitment of sources for qualified women and minority applicants who meet organizational needs;
- Examination of procedures for hiring to determine barriers to affirmative employment recruiting (e.g., verbiage in selection factors and credit plans);
- Analysis of effectiveness of the BLM recruitment literature and its ability to reach all segments of the potential work force;
- Involvement of supervisors, managers, EEO, Personnel, and recruiters in workforce planning and strategies;
- Review of the selection process to ensure equality of treatment;
- Analysis of advertising effectiveness, particularly with women and minority organizations;
- Participation at conferences/job fairs;
- Interaction with minority schools and traditional institutions, as well;
- Participation in educational outreach efforts, either independently or with other Federal agencies or organizations;
- Analysis of the ability to be resourceful in using nontraditional recruiting efforts and techniques;

6.1 Program Evaluation (cont.)

- Assessment of management's support of affirmative recruitment and employment goals in their work plans, policy statements, staffing decisions, etc.;
- Coordination of applicant referrals and participation in the Automated Applicant Supply File System;
- Establishment of a tracking system to record retention of recruits; and
- Development and advancement of recruits.

EXECUTIVE SUMMARY

In order to effectively plan our recruitment efforts, we must identify and target vacant positions. Our success is tied to the BLM demographic analysis, ensuring a more valid evaluation of trends for a more focused recruitment effort. Demographic analysis also gives the necessary data and lead time to work towards identifying candidates in a more strategic manner. This will allow us to better establish long-lasting relationships with colleges, outreach groups and professional organizations that can yield qualified, successful candidates.

Each State/Center will be provided the necessary data on demographic trends. The data will cover the 5-year span, including PATCOB categories, grade, gender, race, and age. The multiyear analysis will provide for short-term and long-term recruitment planning as well as balanced outside recruitment while advancing the careers of current employees.

The establishment of Coordinated Recruitment Teams will provide much needed structure to our overall recruitment process. It will also help as we build our recruitment needs into the PAWP planning process. Again, we are hoping to achieve overall results for the BLM as a whole.

The BLM must strengthen its marketing techniques in its recruiting efforts. Recruiting must be sensitive to nontraditional audiences if we are going to successfully attract them for employment. We must expand our energy by building relationships with grade schools, high schools, colleges/universities, community organizations, and professional groups.

The development of effective, productive recruitment sources from professional, minority, and women's organizations will play a critical role in the overall success of the BLM recruiting. Continuous outreach and networking with these groups promotes relationships that will help us more easily recruit a more culturally diverse workforce.

It is important for our outreach efforts to include the younger audiences. We should view these students as a pipeline to filling future positions in the BLM. It is likely that the majority of these students have never heard of the Bureau of Land Management or even considered the Federal government as a possible career choice. By going into classrooms and creating an awareness of Natural Resources as well as administrative career opportunities at an earlier age, we can reinforce the students' consideration of a career with the BLM.

We need to use environmental education programs in the elementary and middle schools Bureauwide. We must encourage each State/Center to work closely with school administrators and teachers to promote these environmental programs as part of their curriculum.

High schools, colleges and universities represent our primary source for cooperative education students, stay-in-school, and entry level applicants. Our participation in Youth Motivational Programs and attendance at job fairs and career fairs, particularly at nontraditional schools, will play a key role in helping to become more visible. We must not limit ourselves to appearing at school activities and career fairs. We must use any opportunity presented to us to expand our influence with the student populations. It is important that we utilize recruitment materials that are professional and effective for the targeted audience.

The BLM must continue to challenge itself to find more flexibility in its hiring authorities. The OPM has responded very positively to agencies that want to apply more innovative and creative techniques. If we are to be successful in the competitive labor market, we all must strive to be risk takers when developing recruitment methods and strategies. One of the most commonly used recruiting strategies in government is to place employees on campuses to help develop and revise college curricula to better meet employer needs. This method would allow us to better market the Bureau while participating in an effort to help "grow our own."

Another effective marketing tool is the use of paid advertisements. Advertisements should be strategic and cost effective to achieve maximum results. It is important that advertisements with national publications must be coordinated with the Bureau Recruitment Coordinator.

Advertising is an effective way of reaching nontraditional sources, but we must not forget other simpler methods, such as campus newspapers, community and civic newsletters, and women/minority radio and television talk shows. More importantly, consider using the bilingual advertising method (e.g., English/Spanish) when appropriate.

Another optional recruitment strategy is to issue vacancy announcements with multiple grades and the interdisciplinary approach. We should also issue announcements with the widest area of consideration (governmentwide) to enable us to reach more culturally diverse applicants.

It is important that we focus on a team concept to achieve the best strategy for filling vacancies. Supervisors, managers, EEO, Personnel, and staff must continue to work in harmony for a better BLM. This coordination should include all States/Centers where opportunities arise for sharing recruiting results. We must learn to utilize all available resources in recruiting. Among the most useful tools are the SEPMS, Program Recruiters, and Volunteer Coordinators. Another resource is for us to increase our interaction with other Federal agencies, which would allow the BLM to learn what strategies have succeeded or failed in the past.

The BLM's recruitment efforts should work hand-in-glove with its retention plan. A recruitment program is only as successful as its ability to retain its employees. The primary responsibility for employee retention lies with managers and supervisors. Our goal is to create a positive working environment for all employees. Each State/Center shall develop retention plans that include identifying barriers to retention and ways to overcome them. Ongoing retention efforts should focus on both new and current employees, as well as on how existing employees can help retain new employees. A team of supervisors and employees should be established to evaluate internal (office) and external (community) factors of retention. To obtain information pertaining to internal factors, supervisors and managers should survey their employees to better understand why employees want to stay, and why they might want to leave. They should also conduct frank, detailed exit interviews with employees as they leave. These interviews can be the most fruitful source of information for developing strategies to prevent future separations.

Information on external factors can be gathered by examining the diversity of: the community; cultural activities; schools; housing; child care facilities; churches; and other social, economic, and political values or activities in the commuting area. Retention efforts will pay long-term dividends, as well as playing a critical role in the success of the ongoing recruitment effort.

Informal and formal mentoring or coaching programs are beneficial tools to help employees feel as if they belong and to help them achieve success. This particularly impacts on the success of women and minorities. These types of programs help employees quickly learn and adjust to the Bureau's culture, and help contribute to their overall career enhancement.

Program evaluation is integral to the success of the recruitment program. Though evaluation will be an ongoing process, it also will be incorporated formally into the PME/GME process. In addition, each State's/Center's employment and recruitment data will be analyzed by the Bureau Recruitment Coordinator on an annual basis. Evaluation of accomplishments will be tied to recruitment achievement criteria.

In summary, a strong recruitment and retention program will help the BLM be the employer of choice, and be competitive with other government agencies as well as the private sector. All employees will share in the total process to help make the BLM a proud and strong organization.

ANALYSIS OF WORKFORCE

The acronym PATCOB stands for the six occupational categories represented in the workforce: Professional, Administrative, Technical, Clerical, Other (Group, etc.), and Blue-Collar (Wage Grade positions). These categories are used to evaluate occupational fields and the numbers of employees in each minority group who are employed in those fields. Underrepresentation of each minority group is determined by comparing (a) the percentage of a particular race or minority group in an occupational category of Federal employment and (b) the percentage of that same group in the Civilian Labor Force (CLF). The data for the following analysis comes from the Bureau's FY 91 Annual Affirmative Employment Plan (AEP), Payroll/Personnel Systems (PAYPER), and a draft report entitled "BLM Demographics."

At the end of Fiscal Year 91, there were 9,706 permanent full-time and permanent part-time employees in the Bureau's workforce, an increase of 324 (3.3%) from Fiscal Year 90.

APPENDIX 1

The following table shows the number of employees in the Bureau in Fiscal Year 91 by PATCOB category, percentage of total, and increase from Fiscal Year 90.

ANALYSIS OF WORKFORCE			
PATCOB	FY 91	% of Total	% Change
PROFESSIONAL	2,612	26.9	25
ADMINISTRATIVE	3,511	36.2	333
TECHNICAL	1,403	14.5	84
CLERICAL	1,200	12.4	73
OTHER	378	3.9	72
BLUE COLLAR	202	2.1	0
TOTALS	9,706	100	324

Chart 1

Although Professional and Technical show similar percentages, they are not evenly distributed in the field. Most of the Professional positions are located in the District and Resource Area Offices where most of the Technical positions are located in the Washington Office, Denver Service Center, and State Offices.

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ANALYSIS OF WORKFORCE

APPENDIX 1

ANALYSIS OF WORKFORCE

The acronym PATCOB stands for the six occupational categories represented in the workforce: Professional, Administrative, Technical, Clerical, Other (Co-op, etc.), and Blue-Collar (Wage Grade positions). These categories are used to evaluate occupational fields and the numbers of employees in each minority group who are employed in those fields. Underrepresentation of each minority group is determined by comparing (a) the percentage of a particular sex or minority group in an occupational category of Federal employment and (b) the percentage of that same group in the Civilian Labor Force (CLF). The data for the following analysis comes from the Bureau's FY 91 Annual Affirmative Employment Plan (AEP), Payroll/Personnel Systems (PAYPERS), and a draft report entitled "BLM Demographics."

At the end of Fiscal Year 91, there were 9,706 permanent full-time and permanent part-time employees in the Bureau's workforce, an increase of 524 (5.3%) from Fiscal Year 90.

The following table shows the number of employees in the Bureau in Fiscal Year 91 by PATCOB category, percentage of total, and increase from Fiscal Year 90.

CATEGORY	FY91 TOTALS	% OF TOTAL	INCREASE FY90
PROFESSIONAL	2,815	28.8	75
ADMINISTRATIVE	3,019	31.1	213
TECHNICAL	1,963	20.2	84
CLERICAL	1,200	12.4	84
OTHER	225	2.3	73
BLUE COLLAR	484	5.0	6
TOTALS	9,706	100	524

Chart 1

Although Professional and Technical show similar percentages, they are not evenly distributed in the field. Most of the Professional positions are located in the District and Resource Area Offices where most of the Technical positions are located in the Washington Office, Denver Service Center, and State Offices.

BUREAUWIDE ANALYSIS										
*A *U *P	WHITE		BLACK		HISPANIC		ASIAN / PAC IS		AMERICAN AL NAT	
	M	F	M	F	M	F	M	F	M	F
PROFESSIONAL		U	U	U		U	U	U		
ADMINISTRATIVE	U		U	U	U		U			
TECHNICAL		U	U	U			U	U		
CLERICAL	U		U	U	U		U	U		
OTHER	U		U	A		A				
BLUE COLLAR		U	U	A		U		A		

* A = Absent * U = Underrepresented

Chart 2

The above chart shows Bureauwide representation of minority groups, reflecting absence (A) and underrepresentation (U) with CLF in the PATCOB categories. Those blocks left blank are those in which the Bureau is at parity with CLF. This can be used as a guide for where the Bureau should concentrate recruitment efforts. States/Centers need to evaluate their own data, since CLF statistics vary from State to State.

Excluding Blue Collar workers, at the close of Fiscal Year 1991, most BLM employees occupied GS 9-12 positions (65.8 percent). A closer examination reveals that White men occupy 71.6 percent of GS 9-12 positions, White women occupy 19.3 percent and minority men and women occupy the remaining 9.1 percent. For White men, a direct relationship exists between the grade level and the percentage of the employee population (i.e., from a low of 18.4 percent of GS 1-4 jobs to a high of 84.6 percent of SES jobs). For most other EEO groups, an inverse relationship exists between the size of the employee population and the grade level (e.g., for Hispanic women, from a high of 8.7 percent of GS 1-4 jobs to a low of 0.8 percent of GS/GM 13-16 jobs).

Appendix 1-2

In our recruitment efforts, we need to concentrate in the program areas which reflect the majority of our projected workforce needs. The Bureau must bring those underrepresented EEO groups into parity with the CLF statistics in those areas, and increase hiring in all age groups to work toward a flat distribution on retirement eligibles. Individual State/Center Recruitment Plans will reflect their current EEO and retirement-eligible statistics, and target recruitment accordingly.

Because many BLM managers are eligible for retirement within the timeframe of this Recruitment Plan, we must take this fact into account in making recruitment projections.

Retirement projections through 1996 (see Chart 3 for major occupational data) are available for each occupational category by contacting the Bureau Recruitment Office. Only occupational/program areas where over 100 BLM employees are concentrated are identified in Chart 3. Actual turnover rates are defined as a combination of retirements plus separations for other purposes. The Bureauwide turnover rate is approximately 5 percent per year. Only 25 percent of this turnover can be attributed to retirement. However, retirement eligibility is the only separation factor that can be predicted. The highest rate of turnover occurs in the first three years and is highest in the clerical field. The lowest rate of turnover is during the last 10 years prior to retirement eligibility. For retirement eligibles, there is a 20 percent turnover rate; for employees with 1-15 years to retirement eligibility, it is 4 percent. For employees with 16-20 years to retirement eligibility, the rate is 6 percent; and for employees with 26+ years to retirement eligibility, it is 8 percent.

The annual rate for retirements cannot be predicted; it varies, based on age and entry date of service. The majority (approximately 4,000) are eligible for retirement in 11-20 years, which means that a larger proportion of BLM employees are projected to retire between the years 2003-2012. Our past hiring practices have not corrected this skewed distribution, since most new personnel also fall into this category.

We can see that the Bureau will need to fill higher numbers of vacancies in the near future. We should be cultivating relationships with colleges and organizations in anticipation of filling these vacancies. We can also identify cooperative education positions (CEP) for the 3 to 4 years prior to and during this event to ensure that we have qualified, trained individuals to move into vacancies. Also, as we recruit, we need to recognize the need to increase our numbers in other age groups.

The Department conducted a study which demonstrated when vacancies occur in the administrative field, the positions are generally filled at the full performance level. Managers and supervisors felt that training an entry level person would take too much time; this attitude is not restricted to administrative positions in the Bureau. Approximately 75 percent of all new hires fit into the largest group for retirement eligibles. The 5 percent turnover does provide an opportunity to improve employee age and retirement distributions, but does nothing to improve the BLM's overall retirement eligible rate.

OCCUPATIONAL ANALYSIS

At the close of FY 1991, there were 25 Bureau occupational series with 100 or more employees. Chart 3 represents the top 13 mainstream series and shows current and 5-year projections for Bureau personnel eligible for retirement. We need to be cautious in using the data in this chart, given that 7.3 percent of Bureau employees are eligible for retirement. Although we can predict retirement eligibility, we cannot predict separation dates for retirement. The data in this chart should be analyzed for trends and not actual numbers.

**PROJECTED RETIREMENT RATES
BY OCCUPATIONAL CODES/SERIES
AND GRADE BY FISCAL YEAR
1991 - 1996**

CODE Occupational Series	Grade	Total	91	92	93	94	95	96
GS-193 Archaeology Series	7-12	156	2	3	4	4	5	5
GS-334 Computer Specialist Series	9-14	339	2	4	9	16	21	29
GS-401 General Biological Science Series	9-14	425	17	22	35	42	56	70
GS-454 Range Conservation Series	9-14	429	10	13	16	21	29	43
GS-455 Range Technician Series	5-11	364	10	11	13	18	22	29
GS-462 Forestry Technician Series	8-12	396	2	5	8	13	18	23
GS-486 Wildlife Biologist Series	9-15	277	4	5	9	13	16	20
GS-802 Engineering Technician Series	6-13	309	14	18	23	34	43	50
GS-965 Land Law Examiner Series	7-15	345	14	20	26	35	44	52
GS-1170 Realty Series	11-13	334	10	23	31	37	43	52
GS-1350 Geology Series	9-14	285	6	9	13	16	18	19
GS-1373 Land Surveying Series	9-14	318	10	14	17	25	32	35

Chart 3

The above data can be used to anticipate vacancies in certain fields. It does not guarantee a vacancy at any given date or in any given place, but with the large numbers in these job series, it guarantees some vacancies somewhere.

Each State/Center should compile retirement data for all job series. This provides the direction recruitment will need to take, and gives management the information needed to recruit new employees and will allow us to make commitments for future selections.

Appendix 2

Lead State Strategies

Working with minority colleges and universities is essential if we are to fully achieve cultural diversity in the workplace. The best way to accomplish this is through establishing working relationships with these minority specialty schools through the Lead State concept. The BLM States/Centers have designated minority colleges and universities in which they will take lead responsibility in overall recruiting. (See attached listing.) This concept will expand the BLM's ability to reach a more diversified group of applicants. It will also allow us to establish long-lasting relationships with accredited sources and create a greater awareness of the BLM's careers and opportunities. States/Centers specifically identified at least one of the minority colleges or universities from an HBCU, an SACU, or a MACU (see attached map). Criteria were developed as to what would be expected of each State/Center that has a lead role. The criteria are as follows:

APPENDIX 2

Lead State Responsibilities

- Coordinates continuous information sharing with the school (e.g.,
- Develops an annual recruitment strategy.
- Serves as the BLM point of contact for all recruiting at that school.
- Develops ongoing rapport or relationships with Board, Faculty, students, etc.
- Establishes working knowledge of the school's diversity efforts in BLM goals.
- Coordinates the need for curricula changes to better meet the BLM needs.
- Coordinates with Bureau Recruitment Coordinator and other States/Centers on other recruitment needs with the school.
- Participates regularly with school's career fairs, job fairs and other activities throughout the year.

Appendix 2

Lead State Strategies

Working with minority colleges and universities is essential if we are to fully achieve cultural diversity in the workplace. The best way to accomplish this is through establishing working relationships with these minority/specialty schools through the Lead State concept. The BLM States/Centers have designated minority colleges and universities in which they will take lead responsibility in overall recruiting. (See attached listing.) This concept will expand the BLM's ability to reach a more diversified group of applicants. It will also allow us to establish long-lasting relationships with nontraditional sources and create a greater awareness of the BLM's careers and opportunities. States/Centers specifically identified at least one of the minority colleges or universities from an HBCU, an HACU, or a NACU (see attached map). Criteria were developed as to what would be expected of each State/Center that has a lead role. The criteria are as follows:

Lead State Responsibilities

- Coordinates continuous information sharing with the school (e.g., newsletters, BLM program initiatives).
- Develops or establishes partnership arrangements.
- Serves as the BLM point of contact for all recruiting at that school.
- Develops ongoing rapport or relationships with deans, faculty, students, etc..
- Establishes working knowledge of school's ability to meet the BLM needs.
- Coordinates the need for curricula changes to better meet the BLM needs.
- Coordinates with Bureau Recruitment Coordinator and other States/Centers on other recruitment needs with the school.
- Participates regularly with school's career fairs, job fairs and other activities throughout the year.

Lead State Responsibilities (cont.)

- Coordinates contracting and research capability for the Bureau's program needs.
- Coordinates faculty exchanges and summer employment possibilities with school.
- Provides leadership in training students and faculty in completing an SF-171 and on how to apply for Federal employment.
- Coordinates the involvement of other BLM employees on participation in various school activities as appropriate.
- Participates in youth motivational programs with the school.
- Coordinates advertising in the campus newspaper or newsletter.
- Coordinates all activities with HBCUs with the BLM Eastern States Office, providing requested schedules, reports, and documentation.

Eastern States and HBCUs

With about 100 Historically Black Colleges and Universities (HBCUs) within its 31 State jurisdiction, the BLM's Eastern States Office (ES) has long demonstrated an interest in and commitment to the objectives laid out in Executive Order 12320 in 1983 and reaffirmed in Executive Order 12677 in 1989. The role the ES will continue to play for the BLM is one of coordination and facilitation of the HBCU Initiative.

In October 1991, the BLM Director, the State Director (Eastern States) and the Secretary (Office of Historically Black College and University Programs and Job Corps) signed a Memorandum of Understanding (MOU). The purpose of the MOU is to establish the intent and framework to jointly plan programs to foster increased involvement of HBCUs in contract research, education, recruitment, and training.

In order to allow for a smooth and coordinated effort with activities at HBCU's, it is important for everyone to understand how the lead State/Center, the Bureau Recruitment Office, and the ES will interface with each other in this area. It is imperative that coordination be a priority to maximize the BLM's efforts in this area.

As a result, the responsibility for the coordination of HBCU activities should be as follows:

WO-120 ROLE

- Provides program direction and guidance to HACU, HBCU, and NACU Programs.

Eastern States Role

- Shares and coordinates on database and rosters of prospective student applicants with the Bureau Recruitment Coordinator.
- Cost-shares and coordinates on recruitment brochures and materials for HBCU's.
- Shares and coordinates with the field on activities involving an HBCU that is assigned to a lead State/Center.
- Shares and coordinates with the Bureau Recruitment Coordinator on all HBCU, recruitment-related activities.
- Prepares and issues, semi-annually, a calendar of HBCU events and plans, including Bureau participants.

Bureau Recruitment Office Role

- Shares and coordinates database files and rosters of prospective student applicants with the ES and States/Centers.
- Cost shares and coordinates on recruitment brochures and materials.
- Participates in HBCU conferences and activities implemented or coordinated by the ES.
- Provides support for the planning and conducting of recruitment-related training with the ES as appropriate.

Bureau Recruitment Office Role (cont.)

- Maintains and makes available to the ES a recruitment database with specific sort capability for HBCU students.
- Shares and coordinates with the ES on all HBCU-related correspondence.
- Participates in and supports the HBCU Steering Committee.

Lead State/Center Role

- Shares and coordinates with the ES and the Bureau Recruitment Coordinator on all HBCU-related activities and correspondence.
- Shares and coordinates prospective HBCU student applicants for submission into the Bureau HBCU database.
- Provides copies of HBCU trip reports to the ES and the Bureau Recruitment Coordinator.

LEAD STATE LISTING

STATE NAMES: COLLEGE/UNIVERSITY NAMES:

ARIZONA

(HBCU) Prairie View A&M, Prairie
View, TX

(HACU) South Mountain Com. College,
Phoenix, AZ

(HACU) Arizona Western College,
Yuma, AZ

CALIFORNIA

(HBCU) Compton Community College,
Compton, CA

(HACU) California State University,
Los Angeles, CA

(NACU) D-Q University,
Davis, CA

COLORADO

(HACU) Pueblo Community College,
Pueblo, CO

(HACU) Trinidad State Jr. College,
Trinidad, CO

SERVICE CENTER

(HBCU) Jackson State University
Jackson, MS

(HBCU) Hinds Community College
Utica, MS

EASTERN STATES

HBCU MOU

IDAHO

(HBCU) Grambling State University,
Grambling, LA

(HACU) University of Texas at El
Paso, El Paso, TX

(NACU) Haskell Indian Jr. College,
Lawrence, KS

MONTANA

(NACU) Little Big Horn College,
Crow Agency, MT

(NACU) Dull Knife Memorial College,
Lame Deer, MT

(NACU) Fort Peck Community College,
Poplar, MT

NEVADA

(HACU) Community College of Southern
Nevada, North Las Vegas, NV

(HACU) Sul Ross State University,
Alpine, TX

(HACU) Hartnell College,
Salinas, CA

(HBCU) North Carolina A&T,
Greensboro, NC

(HBCU) Southern University,
Baton Rouge, LA

NEW MEXICO

(HACU) New Mexico State University
Las Cruces, NM

(HACU) Highlands University
Las Vegas, NM

(HACU) University of New Mexico
Albuquerque, NM

OREGON

(HBCU) University of Arkansas
at Pine Bluff,
Pine Bluff, AR

(HBCU) Florida A&M University,
Tallahassee, FL

(HBCU) South Carolina State College,
Orangeburg, SC

(HBCU) Delaware State College,
Dover, DE

(HACU) Texas A&I University,
Kingsville, TX

(HACU) Florida International
University,
Miami, FL

(HACU) St. Mary's University,
San Antonio, TX

(HACU) Heritage College,
Toppenish, WA

(NACU) Lummi Community College,
Bellingham, WA

WYOMING

(NACU) Nebraska Indian Community
College,
Winnebago, NE

Historically Predominantly Black Colleges and Universities (HPBCU)



APPENDIX 3

Program Recruiter List

APPENDIX 3

PROGRAM RECRUITERS by State/Center

PROGRAM RECRUITER	OCCUPATION/SERIES	GRADE	LOCATION	PHONE
ALASKA				
Mel Williams	Recruitment Coord.	GS-12	AK S.O. AK-971	907-271-5043
Jerri Sansone	Land Law Examiner	GS-09	AK S.O. AK-967	907-271-3265
Aden Seidlitz	Petroleum Engineer	GS-12	AK S.O. AK-984	907-271-3114
K.J. Mushovic	Land Use Planner	GS-09	AK S.O. AK-050	907-822-3217
Dave Dash	Supv. Forestry Tech	GS-11	AK Fire Serv AK-352	907-356-5500
ARIZONA				
Mark Haist	Recruitment Coord.	GS-11	AZ S.O. AZ-953	602-640-5522
Frances Henry	Recruitment Coord.	GS-11	AZ S.O. AZ-953	602-640-5522
John Stephenson, Chief	Br of Biological Resources	GM-13	AZ S.O. AZ-932	602-640-5509
Ron Clayton	Training Officer	GS-12	AZ S.O. AZ-953	602-640-5522
CALIFORNIA				
Dwayne Conable	Recruitment Coord. Chief, Staffing	GS-12	CA S.O. CA-953	916-978-4807
Richard Barbar, Chief	Land & Recreation Specialist	GM-13	CA S.O. CA-931	916-978-4730
Anne Falcon	Geologist	GS-09	Bakersfld D.O. CO-015	805-861-4191
Joseph Gum	Supv. Geologist	GS-12	Desert D.O. CA-065	714-653-2146
David Lehmann	Realty Specialist	GS-11	Desert D.O. CA-065	714-653-2146
Karla Swanson	Area Manager	GM-13	Desert D.O. CA-065	714-653-2146
James Morrison	Range Con.	GS-12	CA S.O. CA-932	916-978-4720

PROGRAM RECRUITER	OCCUPATION/SERIES	GRADE	LOCATION	PHONE
COLORADO				
Sue Mielke	Recruitment Coord.	GS-12	CO S.O. CO-950	303-239-3937
Diane Adams	Cartographer	GS-09	CO S.O. CO-942	303-239-3816
Lynda Boody	Resource Mgr.	GS-12	Grd Jnct.DO CO-070	303-243-6552
James Crisp, Chief	Minerals Adjud.	GS-12	CO S.O. CO-921	303-239-3781
Theresa Ely	Supv. Cartographer	GS-12	CO S.O. CO-943B	303-239-3650
Jo Gallegos	Contact Represent.	GS-07	CO S.O. CO-951B	303-239-3602
K. David Kauffman	Biological Statistician	GS-09	Uncompaghre R.A. CO-034	303-249-7791
Susan Moyer	Realty Specialist	GS-09	White River R.A. CO-017	303-878-3601
James Rhett	Minerals Planning/ NEPA Coordinator	GS-12	CO S.O. CO-922	303-239-3752
Janis Shaw	Land Law Examiner	GS-09	CO S.O. CO-921A	303-239-3766
David Strunk, Chief	Branch of Planning, Cultural/Recreation	GM-13	CO S.O. CO-931	303-239-3731
SERVICE CENTER				
Dorothy Daigle	Computer Systems Analyst	GS-12	Comp Apps SC-342	303-236-6294
Ed Dettman, Chief	Administrative Services	GM-14	Admin Serv SC-650	303-969-6501
Philip Deuter	Quality Assurance Specialist	GS-12	SC-321	303-236-9386
Robert Gordon	Microform Equipment Operator	GS-05	SC-675	303-236-6354
Larry Hoovestol, Chief	Engineering Serv.	GM-13	SC-672	303-236-0120
Bob Leopold, Chief	Project Management	GM-15	SC-320	303-236-6420
David Nelson	Supv Data/Records Administrator	GM-14	SC-322	303-236-6313
Vern Reeves	Mechanical Engineer	GS-12	SC-673	303-236-0129
Jenny Saunders, Chief	Data Integration Section	GS-13	SC-322	303-236-0534

PROGRAM RECRUITER	OCCUPATION/SERIES	GRADE	LOCATION	PHONE
SERVICE CENTER				
David Shaffer	Supv. Computer Spec.	GS-13	SC-343	303-236-6560
Louise Trieste	Program Analyst	GS-12	SC-310	303-236-7058
Carl Zulick	Supv. Computer Specialist	GM-13	SC-323	303-236-0944
EASTERN STATES OFFICE				
Ernie Jones	Recruitment Coord.		Eastern States Office ES-953	703-440-1510
Angela Lewis	Computer Spec.	GS-11	Jackson D.O. ES-915	601-977-5400
Heddy Lozano	Personnel Asst.	GS-07	Personnel ES-916	703-461-1505
Bob Bainbridge, DSD	Lands & Renewable Resources	GM-14	Div.L&RR ES-960	703-461-1324
Art DiGrazia	Program Specialist	GS-11	Milwaukee D.O. ES-030	414-297-4400
Charlotte Graham	Land Law Examiner	GS-09	Jackson D.O. ES-020	601-977-5400
Eric Natti	Natural Resource Specialist	GS-12	Engineer. ES-963	703-461-1399
John Reiss	Petroleum Engineer	GS-12	Jackson D.O. ES-020	601-977-5400
Carol Van Ryzin	Lead Prog. Clerk	GS-06	Milwaukee D.O. ES-030	414-297-4400
IDAHO				
Carol Lofquist	Recruitment Coord.	GS-09	Idaho S.O. ID-953	208-384-1408
George D. Farrow	Outdoor Rec. Planner	GS-11	Boise D.O. ID-010	208-384-3300
Sandra K. Courtney	Admin.Officer	GS-11	Idaho Falls D.O. ID-030	208-524-7500
Stephanie Snook	Realty Specialist	GS-11	Salmon D.O. ID-040	208-756-5400
Michael L. Casados	Range Con	GS-09	Shoshone D.O. ID-050	208-886-2206
Theodore J. Graf	Nat Resource Spec Planning/Environmental Coordinator	GS-11	Coeur d'Alene D.O. ID-060	208-765-1511
Anna F. Steele, DSD	Administration	GM-14	Idaho S.O. ID-950	208-334-3220
Jerry L. Kidd, DSD	Operations Supv. Nat Res Spec	GM-14	Idaho S.O. ID-941	208-334-3101

PROGRAM RECRUITER	OCCUPATION/SERIES	GRADE	LOCATION	PHONE
BIFC				
Carmen Simonson	Recruitment Coord.	GS-11	Personnel FC-500	208-389-2523
Catherine Banks	Support Serv. Specialist	GS-07	BIFC-Admin. FC-520	208-389-2508
Jeffrey E. Bass	Forestry Tech	GS-08	BIFC-Fire FC-730	208-389-2418
Judy Crosby	Computer System Specialist	GS-12	BIFC-IRM FC-400	208-389-2480
Larry D. Mahaffey	Fire Mgmt Spec. Range	GS-12	BIFC-Fire/ FC-320	208-389-2418
Tiana Glenn	Audio Visual Spec.	GS-07	BIFC FC-310	208-389-2508
MONTANA				
Carolyn Nelson	Recruitment Coord.	GS-09	MT S.O. MT-953	406-255-7787
Jamie Connell	Supv. Petroleum Eng.	GS-12	Great Falls R.A. MT-067	406-727-0503
Dan Lechefsky	Land Use Spec	GS-12	MT S.O. MT-930	406-255-2914
Trudie Olson	Supervisory Public Specialist	GM-13	MT S.O. MT-912	406-255-2913
Mark Stiles	Area Manager	GS-12	South Dakota R.A. MT-028	605-892-2526
Alternates:				
Dex Hight	Hydrologist	GS-11	Miles City D.O. MT-020	406-232-4331
Sandra Padilla	Budget Assistant	GS-06	Lewistown D.O. MT-060	406-538-7461
NEVADA				
Ivy Gentolizo	Recruitment Coord.	GS-12	NV S.O. NV-953	702-785-6431
Kenton Loda	Supv. Mining Spec.	GS-12	Paradise-Denio R.A. NV-024	702-623-1500
Trudy Young	Support Services Supervisor	GS-07	Elko D.O. NV-010	702-738-4071
James M. Ramakka	Wildlife Mgmt Biol	GS-11	Lahonton R.A. NV-034	702-885-6000
Eddie Garner	Soil Scientist	GS-11	Las Vegas D.O. NV-050	702-647-5000
NEW MEXICO				
Vacant	Recruitment Coord.		NM S.O. NM-953	505-438-7645
Shirley Mondy	Supv. Physical Scientist	GS-12	Albuquer.D.O. NM-010	505-761-8700
Dave Stout	Asst. Area Manager	GS-12	Roswell R.A. NM-066	505-624-1790

PROGRAM RECRUITER	OCCUPATION/SERIES	GRADE	LOCATION	PHONE
NEW MEXICO				
Tim Sanders	Supv. Nat. Resource Spec.	GS-11	Caballa R.A. NM-037	505-525-8228
OREGON				
Richard Scott	Recruitment Coord.	GS-12	Oregon S.O. OR-953	503-280-7247
Ann B. Aldrich	Area Manager	GS-12	Spokane D.O.	509-353-2570
Donald Cain	Assos. District Manager	GM-13	Burns D.O. OR-020	503-573-5241
Gordon Cheniae	Assoc. District Manager	GM-13	Roseburg D.O. OR-100	503-672-4491
Dana Cork	Civil Engineer	GS-11	Salem D.O. OR-080	503-399-5646
Eileen Cotnam	Realty Specialist	GS-07	Roseburg D.O. OR-100	503-672-4491
Michael R. Crouse	Supv. Nat. Res. Specialist	GM-13	Oregon S.O. OR-932	503-280-7024
Elena C. Daly	Area Manager	GM-13	Salem D.O. OR-080	503-399-5646
John Farnsworth	Supv. Land Surveyor	GM-13	Oregon S.O. OR-942	503-280-7131
Jim Hancock	District Manager	GM-14	Prineville DO OR-100	503-447-4115
Lillie Hikida	Supv. Operations Specialist	GS-12	Coos Bay D.O. OR-122	503-756-0100
Eric Hoffman	Supv. Mining Eng.	GM-13	Oregon S.O. OR-920	503-280-7037
Catherine Humphrey	Nat. Res. Spec.	GS-12	Oregon S.O. OR-932	503-280-7024
Robert Korfhage	Area Manager	GM-13	Glendale R.A. OR-118	503-770-2303
Faye Mancuso	Personnel Asst.	GS-07	Eugene D.O. OR-090	503-683-6600
Thomas O'Donnell	Personnel Officer	GM-14	Oregon S.O. OR-953	503-280-7234
Robert Mayorga	Land Surveyor	GS-09	Oregon S.O. OR-942	503-280-7131
Emily Rice	Supv. Nat. Res. Specialist	GS-12	Eugene D.O. OR-932	503-683-6600
Dana Shuford	Area Manager	GM-13	Tillamook R.A. OR-086	503-842-7546
David Sinclair	Supv. Resource Specialist	GS-12	Spokane D.O. OR-130	509-353-2570
Donald Smith	Supv. Nat. Res.	GS-12	Prinville D.O. OR-050	503-447-4115

PROGRAM RECRUITER	OCCUPATION/SERIES	GRADE	LOCATION	PHONE
OREGON				
Terry Sodorff	Supv. Resource Specialist	GS-12	Spokane D.O. OR-130	509-353-2570
Donna Webb	Supv. Resource Specialist	GS-12	Spokane D.O. OR-130	509-353-2570
UTAH				
Willie Elder	Recruit Coord.	GS-07	Utah S.O. UT-953	801-789-4185
Ed Wehking	Fire Mgmt Officer	GS-11	Vernal D.O. UT-080	801-789-1362
Tom Roberts	Range Con	GS-09	Salt Lake D.O. UT-020	801-977-4379
Kent Walter	Supv. Land Surveyor	GM-13	Utah S.O. UT-942	801-539-4138
Annette Leavitt	Land Law Examiner	GS-09	Utah S.O. UT-942	801-539-4110
Tom Hansen	Ranger	GS-11	Cedar City D.O. UT-040	801-586-2458
Richard Traylor	Resource Mgr	GM-13	Utah S.O. UT-933	801-539-4063
C. Ed Harne	Info. Resources Manager	GM-13	Utah S.O. UT-954	801-539-4202
Jaki Soderquist	Land Law Status Technician	GS-07	Utah S.O. UT-942	801-539-4127
WYOMING				
George Hollis	Recruitment Coord.	GS-12	Wyoming S.O. WY-910A	307-775-6010
John Murray	Geologist	GS-12	Rawlins D.O. WY-030	307-324-7171
Jim Perkins	Range Con	GS-12	Green River R.A. WY-048	307-362-6422
WASHINGTON OFFICE				
Glenn Bessinger	Project Spec.	GM-13	Employee Devel. WO-780	202-653-8853
Geraldine Jenkins	Mgmt Analyst	GS-09	IRM	202-653-8853
John Moeller	Dept. Asst. Dir.	GM-15	Supp. Services	202-208-3897
Frank Snell, Chief	Recreation, Cult. & Wilderness	GM-15	Recreation/ Cultural/ Wilderness	202-208-6064

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